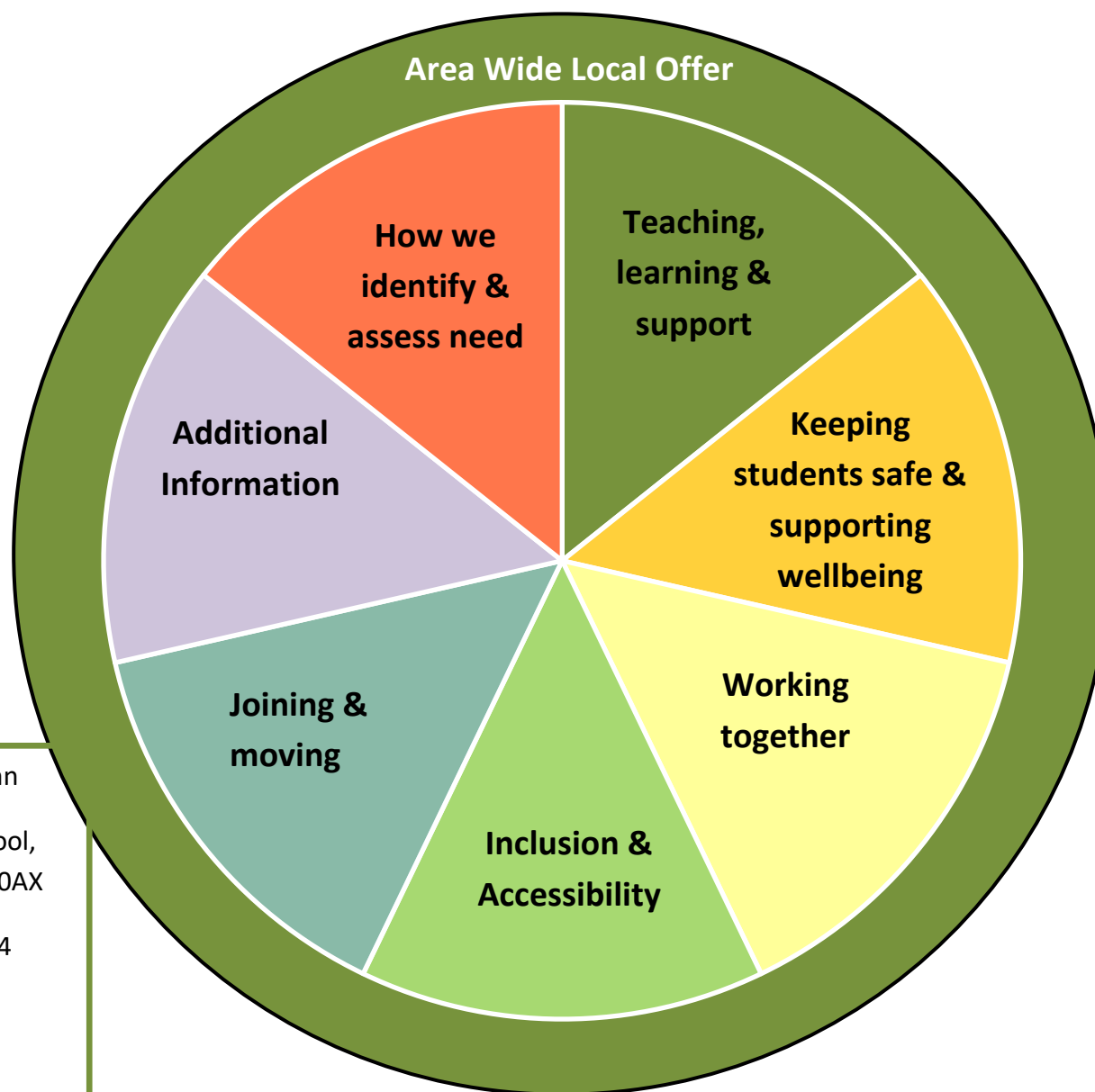


Our Local Offer for Special Educational Needs and/or Disability



Please click the relevant words on the wheel to be taken to the corresponding section.



Executive Headteacher: Laura Slinn

School address: Cherry Trees School,
Giggety Lane, Wombourne, WV5 0AX

Telephone number: 01902 894484

Email:
office1@cherrytrees.staffs.sch.uk



Our Local Offer for Special Educational Needs and/or Disability

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How we identify and assess needs

How will you know if my child or young person needs extra help? *(IRR)*

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age
- Have a disability which prevents or restricts them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

All of our children at Cherry Trees Primary School will have an Education, Health and Care Plan (EHCP). These are reviewed annually for all children. Targets are set at Annual Review Meetings and are constantly monitored throughout the academic year. Children who are below statutory school age are referred to an Early Intervention placement at the EYFS setting – these children have been identified through the Early Years Forum – Staffordshire.

What should I do if I think my child or young person needs extra help?

As a specialist school, we believe passionately in providing all the best opportunities for all of our learners, whatever their need. Our school strives relentlessly to raise aspirations and attainment by providing high quality teaching and learning in a safe and secure environment in which the children's welfare is paramount and where everyone is valued equally. The school promotes, encourages, supports, and celebrates learning as it is essential to us at school, that we all work to provide an inclusive education which inspires individuals to achieve. We pride ourselves on, Working, Learning, Achieving Together, we do this by ensuring:

- Every child has the opportunity to access an enriched and differentiated curriculum.
- Every child's individual needs will be met to ensure they reach their full potential.
- Every child is valued and encouraged to grow as an individual.
- To ensure a safe, caring, happy environment for all.
- To enable children to develop positive attitudes and become independent learners.
- To develop and nurture a respect for all.
- To provide a stimulating environment motivating all to succeed.
- To encourage, welcome and value involvement from parents and carers in all aspects of school life.
- To encourage and develop contacts with the wider community.

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How we identify and assess needs

Our primary aged children arrive with an Education, Health and Care Plan (EHCP) stating their special needs and the necessary provision required. For children who are pre school age, they are referred by the Early Years Forum in Staffordshire information about that service can be found here:

[Early years forums | Staffordshire Connects](#)

Where can I find the setting/school's SEND policy and other related documents? **(IRR)**

As Cherry Trees Primary School is part of a 4 special school MAT – The Endeavour Multi Academy Trust, some of our policies are written in conjunction with the partner schools – Wightwick Hall School and Two Rivers School. We have a wide range of policies available on our website including:

Accessibility Plan,
Admissions Arrangements,
Assessment Policy,
Behaviour in Schools (where you will find information about exclusion)
Health, Safety & Wellbeing Policy.

<https://www.cherrytreesschool.co.uk/page/?title=Policies&pid=22>

Other policies can be found by clicking on the links below:

Endeavour Schools Remote Learning Policy
Supporting Pupils with Medical Needs
Teaching and Learning Policy

Policies can also be found on our MAT website [Endeavour MAT](#)

For any other policies or if you wish a hard copy of any policy, please contact the school office.

Information regarding the local send offer is signposted on our website **<https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx>**

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Teaching, Learning and Support

How will you teach and support my child or young person with SEND? (IRR)

Every child has outcomes identified by a range of relevant professionals produced in their EHCP. At school we use these outcomes to work alongside parents to produce an Individual Education Plan which outlines medium term and short-term objectives. These plans are discussed with parents who can request additional objectives which the school will accommodate if appropriate. The size of each class group is determined by the needs of the children within that group. At Cherry Trees Primary School all teaching groups will have access to at least two Teaching Assistants as well as their teacher, although for groups of children with more significant needs class groups will have access to usually three Teaching Assistants, as well as their teacher.

School staff are supported by Speech and Language Therapists, Occupational Therapists and Physiotherapists from the Local Health Service providers. For 1 day a week we have an on-site School Nurse and the school is supported through the Local Authority by Specialist Teachers.

How will the curriculum and learning environment be matched to my child or young person's needs? (IRR)

Cherry Trees School believes in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. The curriculum at Cherry Trees Primary School is designed to meet the individual needs of all our children. This child centred approach aims to be motivating, relevant, broad, and balanced as well as supportive and aspirational. We build our curriculum around the children's Educational, Health and Care Plans, as well as their prior learning and experiences. The curriculum is organised according to the needs of the children. The wide range of abilities of children at the school demands we deliver a broad curriculum from the devised Sensory Curriculum to supporting children to gain success in developing independence skills. Children are placed in pathways to best meet their learning needs. These pathways cater to pre formal learning, semi formal learning and formal learning approaches.

All pupils at Cherry Trees Primary have access to a broad, balanced, and relevant curriculum which is devised through a pathway approach. Some of our pupils will access formal learning based on the national curriculum and some of our pupils will access a more

Teaching, Learning and Support

specialized pre formal approach to learning. Speech, language, and communication are given high priority. All pupils work on the basic skills as part of their curriculum. Included in this is our focus on developing independent skills - which in turn help us to focus on our employability.

Within the first 6 weeks of entering school children will be given a Baseline Assessment from which targets will be set for their Individual Education Plan or IEP; each child will have an IEP with termly targets set by their teachers and agreed with parents.

Class sizes are small with a high teacher to pupil ratio, enabling individual programmes to be devised to meet the needs of each pupil. Personal, as well as academic skills are encouraged. All pupils have an Education, Health and Care Plan or are in school on an assessment placement.

Our curriculum is differentiated to take account of each pupil's very different learning styles. Some of the work has been influenced by TEACCH, a highly structured approach which uses individual timetables and encourages pupils to work independently.

Symbols provide a progressive system which leads naturally into a reading scheme of words. Social interaction skills are promoted through activities taken from the speech and language therapy input we receive as a school. All programmes adopt a very positive approach of frequent and relevant reward.

At school, we also promote the use of The Picture Exchange Communication System (PECS) is used as an alternative/augmentative communication system for children with autism and other social communication deficits.

We work with a range of specialists to provide a relevant and up to date approach to meeting the children's needs. This includes a Speech and Language Therapist, a behaviour specialist, a sensory Occupational Therapist, and other NHS services that are provided through the relevant Local Authorities.

In addition to high quality teaching and learning where differentiation is an expectation in all lessons, there is also a series of planned interventions delivered under the guidance of a class teacher. As well as daily teaching we also utilise the tutoring scheme to offer

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<p>Teaching, Learning and Support</p> <p>individual additional one-to-one/or small group support.</p> <p>For many of our young people who struggle with their wellbeing or emotions, we put in place alternative approaches to ensure every child thrives this includes counselling, therapy sessions, emotional literacy support and more.</p>
<p>How resources are allocated to meet children or young people's needs?</p> <p>Each child's needs are identified through the Education, Health and Care Plan. Staffordshire LA operate a matrix system to determine the level of support provided and for some children with exceptional needs additional funding or support can be sought.</p>
<p>How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? (IRR)</p> <p>The type of support that your child will receive will be dependent upon their individual needs. If external agencies are involved, then we will follow recommendations made.</p> <p>As our children and young people have an Education, Health and Care Plan (EHCP) the support will be determined in the Plan and will be reviewed annually.</p> <p>Parents and carers, as well as, other professional will share their views at the annual review and we at Cherry Trees School believe this collaborative approach is best.</p>
<p>How will equipment and facilities to support children and young people with SEND be secured? (IRR)</p> <p>All teaching groups will have access to at least two Teaching Assistants although for groups of children with more significant needs class groups will have access to usually three Teaching Assistants. The school is supported through the Local Authority by Specialist HL and VI Teachers.</p>
<p>How will you and I know how my child or young person is doing? (IRR)</p> <p>We continually monitor children's progress in a number of ways; Daily feedback (verbally and through marking) this formative assessment lets our children know what they have done well and what they need to do next to make more progress. It also informs our teaching staff on how to plan, support and challenge our children. We scrutinise the work of children through the year to ensure that children' learning is challenging, relevant and accessible. We ensure our standards of judgement by moderating work in school. We also work with schools within our MAT to ensure high consistent standards. Progress is also collated summative; this is done for all curriculum areas. We record this data on SOLAR. From this information we can make judgements on progress including next steps. It also identifies where additional support or challenge may need developing. Teaching staff share this information with parents and carers, informing them on whether their child is making progress in relation to expectations set.</p>

Teaching, Learning and Support

Longer term outcomes are set and agreed in the annual review of an EHCP which then inform short term targets known as IEP'S. IEPs are completed three times a year together with progress reports and an end of year school report. However, EHCP and IEP targets are at the forefront of the education and are constantly developed. These plans are discussed with parents who can request additional objectives which the school will accommodate if appropriate.

We conduct a termly assessment of the progress and attainment achieved by our children and young people. This information is collated and analysed to inform children, parents, teachers, school leaders, local governors and school improvement stakeholders of the successes and areas for development with regards to children's progress. The data analysis considers SEN, age, gender, ethnicity, and any other factor that may categorise a child as having additional disadvantage or needs. This includes having due regard for national requirements such as Pupil Premium, Sports Premium, Free School Meals and any other entitlements designed to reduce disadvantage.

Parents are sent updates of progress against these outcomes and there is opportunity to discuss this progress during three Parents' Evenings which take place throughout the year and then again at the end of the year via annual reports. We also aim to keep parents and carers updated on general progress via messages on Classdojo or other informal opportunities.

Every child has an Individual Education Plan which outlines medium-term and short-term objectives, and these are discussed formally in an annual review meeting which takes place in school and if required is an opportunity for all professionals and carers to discuss progress, concerns, celebrate successes and plan future provision.

We encourage parents/carers to be fully engaged with their child's education and communication is encouraged via class dojo, calls or face to face meetings.

While we are a specialist setting and have many specialists in school such as nurses, counsellors, therapists, occupational therapists, speech and language therapists etc. we also encourage and welcome other professionals from a range of settings including medical, police etc.

The curriculum at Cherry Trees School is designed to meet the individual needs of all our children. This children-centred approach aims to be motivating, relevant, broad, and balanced as well as supportive and aspirational. We build our curriculum around the children's Educational, Health and Care Plans, as well as their prior learning and experiences. The curriculum is organised according to the needs of the children.

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Teaching, Learning and Support

Support can be wide and varied depending on the need of the individual children's and the stage of their educational journey. We pride ourselves that whatever the circumstance it is our mission to support each individual and where needed signposting or referrals for additional support is always made.

Starting a new school at any age or moving on to another setting can be a very worrying time for parents and children. This process of transition is very important to us. We work hard to support children, parents, and carers throughout the process. We encourage all new children and parents to visit us, where we give a tour of our facilities and give an opportunity for parents to meet the other children and staff around the school. The needs of any new child are discussed in detail including any medical or care needs. We offer a friendly and flexible approach to transition, and this continues as individuals move between classes or to other settings. We work alongside staff, parents, carers and children to ensure this is a positive and as stress free as possible. Assessment is key and where adjustments need to be made, they are done so in discussion with parents, carers and the children (if appropriate).

Through the learning pathways we pride ourselves on promoting a Life-long love of learning that encourages both independence and resilience for all children. We promote and support greater independence throughout the curriculum and all areas of development. All staff have high aspirations and expectations for all children and have a clear understanding of how to effectively support and promote independence. Activities and learning experiences centre around children's aspirations, interests, and needs. Even at such a young age, we believe we can provide learning opportunities that prepare children for adulthood through new experiences, responsibilities, building positive relationships and developing independence.

Additional support comes in many forms such as support staff, on-site therapists, programmes, curriculums, specialist approaches, specialist resources, training for staff, facilities and much more.

How will you help me to support their learning? (IRR)

We would always encourage parents and carers to support and play an active role in their child's education. Children will take homework home (through Bug Club), if this is appropriate to their ability. Support to parents is offered by form staff face to face, via the phone or by our communication app and via the website.

We send home monthly newsletters which inform and support parents on matters such as online safety, mental health and wellbeing, safeguarding and other subjects as appropriate. We also share resources and tips to help with behaviour, sleep, sensory regulation, and

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<p>Teaching, Learning and Support</p>	
<p>other relevant topics. We hold regular parent/carer workshops/seminars in school which are delivered by staff or other expert professionals such as the nursing team, occupational therapist, social workers etc. We regularly consult with parents/carers to see what subjects, topics or training they would find most useful.</p> <p>Since the pandemic, more parents have had the opportunity to support with home learning via Microsoft Teams.</p>	
<p>How do we consult with and involve children and young people with SEND in planning and reviewing their education? (IRR)</p>	
<p>Children complete 'children's views' section of their EHCP each year as part of the annual review. Children are involved in setting and discussing their own IEP targets where appropriate.</p> <p>We utilise a 'council' approach to school life and children are encouraged to share their views in all areas – the current council we operate is: School Council</p>	
<p>How do you assess and evaluate the effectiveness of provision for children and young people with SEND? (IRR)</p>	
<p>Cherry Trees School has a robust system of self-evaluation relating to all elements of provision.</p> <p>This includes:</p> <ol style="list-style-type: none"> 1. The Quality of Education. 2. The Behaviour and Attitudes. 3. Leadership and Management. 4. Personal Development 5. Early Years provision (Primary) 6. Sixth Form provision. <p>The School Improvement Plan derives from the self-evaluation process and Local Governors receive regular updates about the progress made.</p> <p>All aspects of the school's activities are monitored by the Local Governors' Logistics Committee meetings and Local Governors' Curriculum and Learning meetings which cover:</p>	

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Teaching, Learning and Support

1. Finance and Buildings
2. Curriculum
3. Health & Safety
4. Staffing & Personnel

Policies and procedures are presented and reviewed by these committees. The school also assesses the way targeted funding is used (Pupil Premium, Sports Premium, Catch-up Funding).

Cherry Trees Primary School was inspected in February 2022 and received an Inadequate grading.

We regularly seek the views and opinions of children, parents, carers and staff to evaluate our provision, identify strengths, further areas of development as well as opportunities, via our formal annual questionnaire. We share the findings with all stakeholders and publish questionnaire analysis along with an action plan on our school website.

<https://www.cherrytreesschool.co.uk/attachments/download.asp?file=193&type=pdf>

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Keeping children safe and supporting their wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

For children who arrive or leave on transport there are a number of staff on hand to support the children into or out of the school building providing a safe handover to and from the transport. For children who are brought to school by parents/carers or independently there are a number of staff on hand to welcome them into the school building, at the end of the school day children are escorted out to parents/carers.

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Keeping children safe and supporting their wellbeing

We have a robust system in place to safeguard our children this follows the Keeping Children Safe in Education statutory guidance. Our Safeguard team (lead and deputies) work tirelessly to keep our children safe.

During breaks there are several staff outside with the children, this is the same during lunchtimes. Staff are there to support, supervise and manage the children, however they also engage and have fun with the children. We also have lunchtime clubs available for children who wish to take part in these.

All the outdoor areas are regularly monitored and maintained as part of our health, safety and safeguarding duties. Should an accident occur we have staff who are first aid trained and paediatric first aid trained and are able to administer first aid on site (this included mental health first aid training as well as traditional first aid training).

All activities and equipment have their own risk assessment which includes PE lessons, external activities such as Forest School and playground activities such as the climbing frame and trim trail. These are reviewed at least annually, and equipment externally inspected annually also.

Any school trips have relevant risk assessments completed prior to commencement. These are monitored and reviewed by the senior leadership prior to any off site sessions. We have staff who are licensed to drive the school minibuses and we ensure staff complete the county's competence tests before transporting any children. These minibuses are maintained in school and off school.

We have regular fire alarm drills, as well as invacuation and evacuation protocols. We identify those children who need additional support during these times, and they have their own Personal Emergency Evacuation Plans in place, which are written and shared within school.

What pastoral support is available to support my child or young person's overall social and emotional development and well-being? (IRR)

We offer a dedicated school therapies lead (and qualified play therapist)– where a senior member of staff who is a trained play therapist and teacher is available to support, we also have an animal therapist on site ever day, and a mental health first aider – giving us greater scope to provide more support they not only support children but also support families in completing paperwork, finding addition support services etc.

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Keeping children safe and supporting their wellbeing

We do not tolerate bullying at Cherry Trees School. Supporting bullying will not be tolerated. This includes relaying distressing messages, relaying threats, laughing at bullying, watching a fight. Repeated bullying will be treated very seriously and may result in exclusion. Our Anti-Bullying Policy can be found on our website

<https://www.cherrytreesschool.co.uk/attachments/download.asp?file=121&type=pdf>

Our school council feel very strongly about this and have created information to share, that can be found here:

<https://www.cherrytreesschool.co.uk/page/?title=Anti%2DBullying&pid=43>

We have an Online Safety Lead who is responsible for the organising of online safety across school. We have an online safety curriculum which is delivered across school. In addition, we are members of the National Online Safety platform which means all our stakeholders have access to all the most current training and resources.

We ask that children follow our children's code of conduct. At Cherry Trees School we try to show that: We Respect, We Are Kind, We Work Together. We believe if our children do this everyone can be safe, happy and successful.

More information can be found on our website.

<https://www.cherrytreesschool.co.uk/attachments/download.asp?file=122&type=pdf>

At Cherry Trees School we promote 'British Values' through our spiritual, moral, social and cultural education which permeates through the school's curriculum and supports the development of the 'whole child'.

As well as SMSC lessons we also teach 'British Values' through many of our curriculums e.g. PSHE, mental health and wellbeing curriculum, Online Safety, Geography, History and many more. In addition to this, British Values is often a focus for themed days, charity work, school council, assembly discussions and other activities. We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our children. Our school curriculum offers many broad and balanced opportunities.

At Cherry Trees Primary School we believe good wellbeing is fundamental to thriving in life. We follow a mental health and wellbeing curriculum in school, we do lots of raise the awareness of mental health and wellbeing (including themed days, assemblies, etc), we use these to ensure all children are flourishing. For those who may struggle with their wellbeing we have a tiered approach which offers in

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Keeping children safe and supporting their wellbeing

school support. These can include chats with a staff member, nurture sessions. For those who require additional support we offer regular access to therapies, counselling, etc. Finally, for those who significantly struggling they may require all in school support as well as external support from other agencies. This may also include supporting their families.

How will you manage my child or young person's medicine or personal care needs?

School staff are supported by Speech and Language Therapists, Occupational Therapists and Physiotherapists from the Local Health Service providers.

All staff are trained in medical support such as asthma awareness, allergies, anaphylaxis support, epilepsy and the correct distribution of medication. The nursing team create individual care plans regarding any medical information. There are a number of First Aid at Work trained staff across the site.

Teaching staff create toileting and personal care plans which are designs to outline how personal care will be delivered for individuals.

We have clear protocol for staff to follow in any emergency. protocols, policies and procedures are recapped regularly, and any training requirements carried out (if required).

We have protocols and policies in place for those who are unable to attend school due to complex medical needs including those who suffer with anxiety-based school refusal. These protocols take into consideration safeguarding requirements as well as social, emotional and educational requirements. Each case is very different and so is the approach taken.

What support is there for behaviour, avoiding exclusions and increasing attendance?

Our Behaviour Policy can be found on our website

<https://www.cherrytreesschool.co.uk/attachments/download.asp?file=122&type=pdf>

All children have the opportunity to discuss concerns about their behaviour or the behaviour of others to the School Council, which allows the children's voice to be heard, or their form tutors/class teachers.

Teaching Assistants and our School therapist can also support children.

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Keeping children safe and supporting their wellbeing

Children who exhibit challenging behaviours will have an Individual Behaviour Support Plan which is designed to support the children and decrease the severity and frequency of incidents.

Children who require extra support for their behaviour are able to access, if appropriate:

- Holistic Therapies (Relaxation techniques, Reiki, Indian Head Massage).
- Music Therapy.
- Counselling.
- Drawing and Talking Therapy.
- One to one support (Reintegration into school, support during unstructured times and structured times).
- Nurture Groups.
- Emotional Coaching.
- Referrals to Multi Agency support (CAMHS, Independent Futures, Learning Support Team (LST), Midlands Psychology, Individual support from an Educational Psychologist).
- Forest School.
- Lego Therapy.

How do you support children who are looked after by the local authority and have SEND?

Please see our Children Looked After and Previously LAC Policy available on our website

<https://www.cherrytreesschool.co.uk/attachments/download.asp?file=181&type=pdf>

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Working Together

Who is involved in my child's education?

At the Primary School all teaching groups will have access to at least two teaching assistants although for groups of children with more significant needs class groups will have access to at least three teaching assistants. You will be informed of who your class teacher will be. You can view staff on our website. <https://www.cherrytreesschool.co.uk/page/?title=Our+Staff+%26amp%3B+Governors&pid=20>

If you have any questions, you can contact your child's class teacher, either by speaking to them at the start or end of the school day, or by phoning the school office, to arrange a meeting.

Laura Slinn, the Executive Headteacher, or David Murphy the Head of School, can be contacted by phoning the school office. The Chair of Governors, Denis Cody can also be contacted via the school office.

Support services for parents of children with SEND include: [Special educational needs and disabilities \(SEND\) - Staffordshire County Council](#)

If you have a general enquiry, would like to speak to one of SEND Family Partnership team or to request information and support please telephone 01785 356921 during office hours. The answer machine is on out of office hours so please leave a message and your call will be returned as soon as possible. Alternatively, you can send an email to: sfps@staffordshire.gov.uk

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

All teaching staff have access to and are required to read the EHCP's of the children that they teach. They are also given time to read care plans, risk assessments, medical information etc. Teachers share this information (where appropriate) with teaching assistants. Senior leaders meet to discuss children every week. Where any changes or important information comes to light it is discussed. This information is then cascaded to other teaching staff in the classroom. This ensures everyone knows how to support the individuals within their team.

Medical and safeguarding information is shared where appropriate.

All information is kept secure, and staff know and understand that any personal information must be locked away securely as per our GDPR guidelines.

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Working Together

What expertise do you have in relation to SEND? (IRR)

All our teachers are qualified, and many have undertaken further specialist professional development.

Following an annual audit of need we commissioned a CPD Specialist to deliver support to staff. Staff have undertaken further training relating to SEN – Makaton, PECS, TEACCH. These are assessed each year.

Our teaching assistants have a range of expertise in delivering therapeutic support, Play Therapy, Nurture, Lego Therapy. This is not an exhaustive list and continuing professional development is key to ensuring staff throughout school remain updated and skilled.

Our school is registered with the following National Online Safety. This is something we are constantly developing.

We pride ourselves on being fully inclusive and we positively promote all nine of the protected characteristics (as recognised under the Equalities Act).

Which other services do you access to provide for and support pupils and children with SEND (including health, therapy and social care services)? (IRR)

The Authority provides support through Educational Psychology, Hearing and Visual Impairment and SEN support and particular children can also be supported through Social Services - Children with Disabilities Team.

We have a speech and language therapist and an occupational therapist who visits school on a regular weekly or fortnightly visit.

Your child will need an Education, Health and Care Plan before being considered for admission to our school. Your point of contact to discuss this is the Local Authority SEND (Special Educational Needs) Team.

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Working Together

Who would be my first point of contact if I want to discuss something?

In the first instance we encourage you to contact your child's class teacher. These staff are supported by our assistant headteacher. If you still have concerns, then please contact the one of our head of school:

David Murphy

If you have a safeguarding concern, please contact David Murphy or Laura Slinn

Additional Safeguarding information:

If a child is in immediate danger, please call 999

Call Staffordshire Children's Advice and Support: Phone: 0300 111 8007

(Monday – Thursday 8:30am – 5:00pm Friday 8:30am – 4:30pm)

Emergency Duty Service: (Out of Hours) Telephone: 0345 604 2886 Mobile: 07815 492613

You can also visit the Staffordshire Safeguarding Children's Board for more information.

[Home - Staffordshire Safeguarding Children Board \(staffsscb.org.uk\)](http://staffsscb.org.uk)

Who is the SEN Coordinator and how can I contact them? (IRR)

The Named SENCO for our school is the Assistant Headteacher, Alison Higgs.

All class teachers will be SEN specialists so can be contacted regarding any issues.

What roles do your governors have? And what does the SEN governor do?

We share a local board of Governors with Cherry Trees Primary School and Wighwick Hall School. There are two committees, Curriculum and Learning Committee and the Logistics Committee. Reports on all areas of the school e.g. progress, behaviour, attendance, H&S, finance, and strategic development are presented to these Local Governors. All Local Governors have specific link roles such as

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<p>Working Together</p>
<p>'safeguarding Governors', 'CLA & PP Governors' & 'H&S Governor.' You can view our Governors on our school website https://www.cherrytreesschool.co.uk/page/?title=Our+Staff+%26amp%3B+Governors&pid=20</p> <p>We also have one designated looked after teacher – David Murphy.</p>
<p>How will my child or young person be supported to have a voice in the setting, school or college? (IRR)</p>
<p>Children complete 'children's views' section of their EHCP each year as part of the annual review. Children are involved in setting and discussing their own IEP targets where appropriate.</p> <p>Children have a wellbeing lead who is always on hand to listen to their concerns and support them. A number of teaching and trained therapists offer additional 1:1 or small group support where children can share their views unhindered. Where communication is a challenge for children, we ensure other support such as Makaton, PECS can be used to help children share their voice.</p> <p>Children are also involved in the running of the school through the School Council, and we also have representatives from each class helping children work together as teams.</p>
<p>What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?</p>
<p>Cherry Trees School shares a Local Governing Board with Wightwick Hall School, and each site has one parent Local Governor which is nominated and voted on to the board by eligible parents.</p> <p>School also invites parents to school activities such as coffee mornings, concerts, information seminars, special events etc.</p>
<p>What help and support is available for my family through the setting? (IRR)</p>
<p>We offer family support, through our lead therapist, who is there to help with paperwork, strategies and signposting. She works alongside the other professionals in school. Both David and Alison are on hand to help with wellbeing support for families.</p> <p>We also support parents and families with several workshops which are offered throughout the year. Themes are often based on need identified within school or by parents/carers.</p>

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Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips? (IRR)

External trips outside of the classroom are a large part of our curriculum.

For children in our Sensory Phase we offer community visits to café, shops and places of interest. This is aimed to support independence and life skills in the local community.

Due to our on site pool facilities and our dedicated swimming teacher all Year groups have the offer of swimming lessons.

Termly trips based on the curriculum and well-being are offered to the rest of the school such as, 'Cadbury World'. This information is shared on our website in our cultural capital curriculum document:

<https://www.cherrytreesschool.co.uk/attachments/download.asp?file=277&type=pdf>

Our lunchtime clubs which are free include activities such as dance club, football club, to name a few.

Residential trips happen for our year 5 and year 6 children. These activities are offered to everyone. Parents/carers are informed of any upcoming trips via the news letter, individual letters home or through class dojo / the endeavour app. All trips require parental consent.

How accessible is the setting's environment?

Our site is inclusive for all, including fully wheelchair accessible. Learning environments take into consideration a range of emotional, sensory and physical needs.

When communicating with those whose first language is not English, we use assistive technology or an interpreter. We also use a range of alternative communication methods such as Makaton, PECS, symbols, social interaction etc this is something that is encouraged around school and staff received training in these methods.

Fully Accessible ☐

Partially Accessible ☒

Inclusion & Accessibility

Not Accessible ☐

Details (if required) Currently there is no hoist available for the swimming pool, as this has not been needed by any pupils. This is an area for development. All other areas of the site are fully accessible.

Are disabled changing facilities available? Yes ☒
No ☐

Details (if required)

Are disabled toilet facilities available? Yes ☒
No ☐

Details (if required)

Do you have parking areas for pick-up and drop-offs? Yes ☒

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Inclusion & Accessibility

No ☐

Details (if required)

We also have minibuses with tail lift facilities.

Do you have disabled parking spaces for children (post-16 settings)? Yes ☐

No ☒

Details (if required)

Parking is tight onsite and, although we have disabled parking spaces, have never been required to use them for post 16 as yet. This would have to be under discussion regarding need due to limited spaces.

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Joining and moving on

Who should I contact about my child or young person joining your setting? (IRR)

Our Admissions Arrangements can be found on our website [Endeavour MAT](#)

How can parents arrange a visit to your setting, school or college? What is involved?

We offer all prospective parents a tour of the school. We hold a new parents information morning prior to your child starting our school.

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Joining and moving on

How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)? (IRR)

Starting a new school at any age or moving on to another setting can be a very worrying time for parents and children. This process of transition is very important to us. We work hard to support children, parents, and carers throughout the process. We offer a structured induction to your child once they are referred to us. The class teachers will contact you and if appropriate your child's current school to arrange this. We encourage all new children and parents to visit us, where we give a tour of our facilities and give an opportunity for parents to meet the other children and staff around the school. The needs of any new child are discussed in detail including any medical or care needs. We offer a friendly and flexible approach to transition, and this continues as individuals move between class, departments or to other settings. We work alongside staff, parents, carers and children to ensure this is a positive and as stress free as possible. Assessment is key and where adjustments need to be made, they are done so in discussion with parents, carers and the children (if appropriate).

Our aim is to equip our children with the skills, confidence and experience to become positive and valued members of society. When the time comes for your child to move on we will liaise with the receiving school and follow their transition process. We will enhance this with social stories and an extra visit if necessary. We have a carefully planned curriculum that reflects the need to develop these skills. Our independence curriculum prepares our learners for life in modern Britain and raises aspiration for employment. We use the term 'jobs' at school instead of work and this is to encourage a culture of having a job and completing the tasks required for it.

Children will experience Open Days and transition events in the final year of school.

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Additional Information

What other support services are there who might help me and my family? *(IRR)*

You can contact Staffordshire County Council SEND Local Offer

<http://helpyourself.staffordshirecares.info/kb5/staffordshire/directory/localoffer.page?directorychannel=5>

For further information about services to support your child

Where can I find Staffordshire's Local Offer? *(IRR)*

Staffordshire's SEND Local Offer can be found at **www.staffordshireconnects.info** and is signposted on our website

<https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx>

What can I do if I am not happy with a decision or what is happening? *(IRR)*

If you still have concerns, then please contact the pastoral support or one of our senior leaders:

Assistant Head Curriculum and Assessment – Alison Higgs

Head of School – David Murphy (day to day running of the school)

Executive Headteacher – Laura Slinn (strategic overview/ Staffing concerns)

In the unlikely event that your concern is not resolved then please contact our Chair of Local Governors. This information is on our website.

<https://www.cherrytreesschool.co.uk/contact-us>

Our complaints procedures are outlined in our Complaints Policy.

<https://www.cherrytreesschool.co.uk/attachments/download.asp?file=182&type=pdf>

Ultimately parents have recourse to the Secretary of State at the time if the situation has not been resolved.

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Additional Information

Type of Setting (tick all that apply)

- | | | | | |
|---|--|---|---|----------------------------------|
| <input type="checkbox"/> Mainstream | <input type="checkbox"/> Resourced Provision | <input checked="" type="checkbox"/> Special | | |
| <input checked="" type="checkbox"/> Early Years | <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Secondary | <input type="checkbox"/> Post 16 | <input type="checkbox"/> Post 18 |
| <input type="checkbox"/> Maintained | <input checked="" type="checkbox"/> Academy | <input type="checkbox"/> Free School | <input type="checkbox"/> Independent/Non/Maintained/Private | |
| <input type="checkbox"/> Other (Please specify below) | | | | |

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DFE Number

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District

- | | | | |
|------------------------------------|------------------------------------|---|---|
| <input type="checkbox"/> Cannock | <input type="checkbox"/> Lichfield | <input type="checkbox"/> East Staffordshire | <input type="checkbox"/> Tamworth |
| <input type="checkbox"/> Newcastle | <input type="checkbox"/> Moorlands | <input type="checkbox"/> Stafford | <input checked="" type="checkbox"/> South Staffordshire |

Specific Age range

2 – 11 Years (Nursery – Year 6)

Number of places

52

Which types of special educational need do you cater for? (IRR)

- ☐ inclusive mainstream school ☒ special school

Offer specialisms in. Tick all those that apply.

- | | |
|--|--|
| <input checked="" type="checkbox"/> Resource for autism | <input type="checkbox"/> Resource for social, emotional and mental health |
| <input checked="" type="checkbox"/> Resource for cognition and learning difficulties | <input checked="" type="checkbox"/> Fully accessible environment – for pupils with physical or sensory needs |
| <input checked="" type="checkbox"/> Deaf friendly | <input checked="" type="checkbox"/> Resource for moderate learning difficulty |
| <input type="checkbox"/> Resource for physical disability | <input checked="" type="checkbox"/> Resource for profound and multiple learning difficulty |
| <input checked="" type="checkbox"/> Resource for severe learning difficulty | <input checked="" type="checkbox"/> Resource for speech, language and communication needs |
| <input type="checkbox"/> Visual impairment friendly | |

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Additional Information

Other specialist support/equipment:

☐ Specialist technology

Comment:

☐ Rebound trampoline

☒ Accessible swimming pool

☒ Outreach and family support

☒ Bought in support services

☒ Sensory room/garden

☐ Hydrotherapy

☒ Medical

☒ Therapy services

☐ Hearing loop